

Northwest Elementary

840 Green River Road
Gaffney, South Carolina

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 547 Students | |
| Principal | Cathy Curry-Bloise | 864-487-1243 |
| Superintendent | Dr. William B. James | 864-902-3500 |
| Board Chair | Mr. Billy Blackwell | 864-902-3542 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------------|
| 2008 | Average | Below Average |
| 2007 | Average | Below Average |
| 2006 | Good | Average |
| 2005 | Good | Average |
| 2004 | Good | At-Risk |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

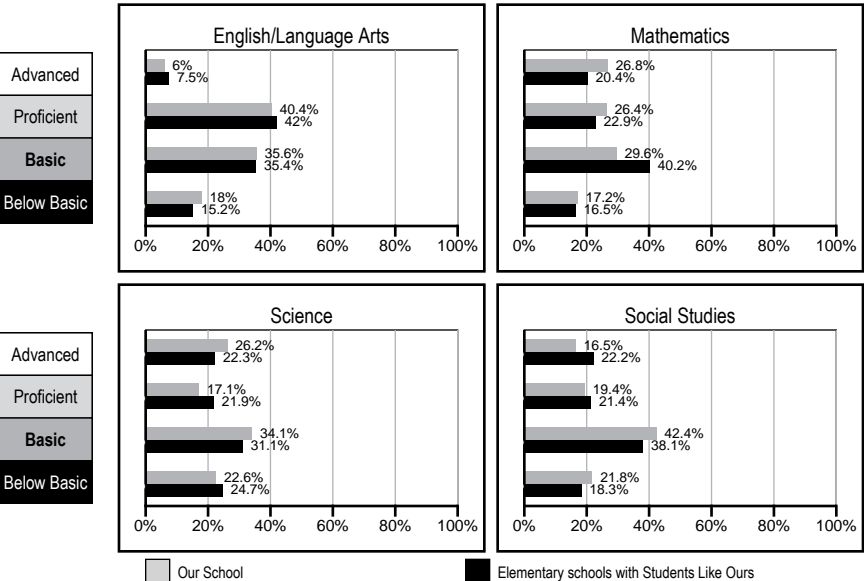
Percent of students tested in 2007-08 whose 2006-07 test scores were located 97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 1 | 28 | 56 | 4 | 0 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=547) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 0.6% | No Change | 2.1% | 2.3% |
| Attendance rate | 96.1% | Up from 95.8% | 96.4% | 96.3% |
| Eligible for gifted and talented | 12.9% | Up from 11.2% | 13.8% | 10.4% |
| With disabilities other than speech | 7.6% | Up from 4.9% | 7.0% | 7.5% |
| Older than usual for grade | 0.0% | Down from 0.7% | 0.4% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | No Change | 0.0% | 0.0% |
| Teachers (n=36) | | | | |
| Teachers with advanced degrees | 55.6% | Up from 54.3% | 56.1% | 56.7% |
| Continuing contract teachers | 86.1% | Up from 85.7% | 78.9% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | No Change | 0.0% | 0.0% |
| Teachers returning from previous year | 88.6% | Up from 86.6% | 89.1% | 86.4% |
| Teacher attendance rate | 94.7% | Down from 95.8% | 94.9% | 94.9% |
| Average teacher salary | \$44,717 | Up 4.4% | \$45,945 | \$45,345 |
| Professional development days/teacher | 6.0 days | Down from 8.3 days | 12.1 days | 12.6 days |
| School | | | | |
| Principal's years at school | 10.0 | Up from 9.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.5 to 1 | Up from 19.4 to 1 | 19.3 to 1 | 18.5 to 1 |
| Prime instructional time | 90.6% | Down from 90.7% | 90.2% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 100.0% | Up from 97.6% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$5,692 | Up 0.1% | \$6,391 | \$7,052 |
| Percent of expenditures for instruction* | 72.6% | Up from 71.6% | 69.9% | 69.1% |
| Percent of expenditures for teacher salaries* | 71.2% | Up from 71.0% | 65.5% | 64.2% |

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The mission of Northwest Elementary School, in conjunction with family and community, is to ensure all students gain skills necessary to achieve personal excellence and to become responsible citizens in a global society by providing challenging educational programs and experiences in a safe and nurturing environment.

In other words, our school family believes in the POWER of learning. We envision a school which has: PRIDE in accomplishments; OPPORTUNITIES for challenges and success in learning; WORLD-CLASS resources; EXPECTATIONS for a safe, nurturing environment; and RESPONSIBILITY, resourcefulness, and respect as goals.

Mrs. Melanie Nance was named Teacher of the Year. Mrs. Laura Cash was named Reading Teacher of the Year, not only for our school, but for the Cherokee County School District. We had five Spartanburg Regional Science Fair winners. The school family raised over \$4,800 for charitable organizations, such as American Cancer Society, March of Dimes, and Jump Rope for Heart. Twenty-eight boxes of everyday items were donated to Operation Rudolph, and we collected 1,406 cans of food for the Peachtree Ministries. Employees made contributions to the United Way and Habitat for Humanity.

Our Lunch Buddy Program, Friendly Helpers, Family Academic Night Activities, and the Character Education Program continue to increase in participation from staff, parents, students, and community leaders.

We would like to thank you for your continued dedication, support, and cooperation as Northwest Elementary strives for excellence for all children.

Ms. Kathy Mulwee, School Improvement Council Chair
Mrs. Cathy Curry Bloise, Principal

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 36 | 77 | 67 |
| Percent satisfied with learning environment | 97.2% | 92.2% | 90.9% |
| Percent satisfied with social and physical environment | 97.2% | 93.5% | 95.5% |
| Percent satisfied with school-home relations | 97.2% | 93.5% | 89.6% |

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 13 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 0.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.0% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 96.1% | 94.0% | Yes |

* Or greater than last year

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|-----|------|------|------|-----|-----|
| All Students | 258 | 99.6 | 17.7 | 35.7 | 40.6 | 6 | 59 | 43.2 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 144 | 99.3 | 21.7 | 39.1 | 36.2 | 2.9 | 52.2 | 36.1 | 41.7 | N/A | N/A |
| Female | 114 | 100 | 12.6 | 31.5 | 45.9 | 9.9 | 67.6 | 50.4 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 230 | 99.6 | 14.9 | 35.7 | 42.5 | 6.8 | 62.9 | 50.3 | 60 | Yes | Yes |
| African American | 15 | 100 | 33.3 | 40 | 26.7 | 0 | 26.7 | 27.6 | 31.7 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 64.7 | 70.4 | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 18.9 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 42 | 97.6 | 59 | 28.2 | 12.8 | 0 | 17.9 | 13.6 | 16 | I/S | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 54.5 | 27.3 | 18.2 | 0 | 27.3 | 21.9 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 118 | 99.2 | 34.5 | 34.5 | 30.9 | 0 | 40.9 | 31.3 | 34 | No | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|------|-----|-----|
| All Students | 258 | 99.6 | 16.9 | 29.7 | 26.5 | 26.9 | 63.1 | 43.8 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 144 | 99.3 | 18.1 | 31.9 | 21 | 29 | 59.4 | 43.1 | 45.6 | N/A | N/A |
| Female | 114 | 100 | 15.3 | 27 | 33.3 | 24.3 | 67.6 | 44.5 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 230 | 99.6 | 14.5 | 29 | 27.6 | 29 | 66.5 | 51.6 | 59 | Yes | Yes |
| African American | 15 | 100 | 46.7 | 33.3 | 20 | 0 | 20 | 25.3 | 26.9 | I/S | I/S |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 76.5 | 71.3 | I/S | I/S |
| Hispanic | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 26.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 42 | 97.6 | 64.1 | 10.3 | 17.9 | 7.7 | 30.8 | 17.1 | 17.1 | I/S | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 11 | 100 | 27.3 | 36.4 | 9.1 | 27.3 | 54.5 | 30.1 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 118 | 99.2 | 30 | 37.3 | 16.4 | 16.4 | 41.8 | 31.9 | 31.4 | No | Yes |

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|

Science

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 172 | 99.4 | 22.1 | 34.4 | 17.2 | 26.4 | 43.6 | 26.4 | 35.7 | 96.1 | 96.2 |
| Gender | | | | | | | | | | | |
| Male | 94 | 98.9 | 26.1 | 28.4 | 15.9 | 29.5 | 45.5 | 27.3 | 37.4 | 96 | 96.2 |
| Female | 78 | 100 | 17.3 | 41.3 | 18.7 | 22.7 | 41.3 | 25.5 | 33.8 | 96.3 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 155 | 99.4 | 18.5 | 34.2 | 18.5 | 28.8 | 47.3 | 33.3 | 49.2 | 96.1 | 96 |
| African American | 10 | I/S | I/S | I/S | I/S | I/S | I/S | 10.6 | 17 | 96.1 | 96.6 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 58 | 95.5 | 97 |
| Hispanic | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 11 | 24.9 | 97.4 | 97.3 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 37.4 | 98.9 | 96.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 29 | 96.6 | 65.4 | 19.2 | 7.7 | 7.7 | 15.4 | 12 | 14 | 95.7 | 95.3 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 10.1 | 24.4 | 97.1 | 97.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 82 | 98.8 | 37.8 | 33.8 | 14.9 | 13.5 | 28.4 | 17 | 21.1 | 95.4 | 95.8 |

Social Studies

| | | | | | | | | | | | |
|----------------------------|-----|------|------|------|------|------|------|------|------|------|------|
| All Students | 173 | 99.4 | 21.3 | 42.6 | 19.5 | 16.6 | 36.1 | 20.5 | 34 | 96.1 | 96.2 |
| Gender | | | | | | | | | | | |
| Male | 97 | 99 | 19.4 | 41.9 | 21.5 | 17.2 | 38.7 | 21.9 | 36.6 | 96 | 96.2 |
| Female | 76 | 100 | 23.7 | 43.4 | 17.1 | 15.8 | 32.9 | 19 | 31.3 | 96.3 | 96.3 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 153 | 99.4 | 18.1 | 42.3 | 21.5 | 18.1 | 39.6 | 24.9 | 44.5 | 96.1 | 96 |
| African American | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 9.8 | 19.1 | 96.1 | 96.6 |
| Asian/Pacific Islander | 3 | I/S | I/S | I/S | I/S | I/S | I/S | 42.9 | 58.9 | 95.5 | 97 |
| Hispanic | 7 | I/S | I/S | I/S | I/S | I/S | I/S | 10 | 27.5 | 97.4 | 97.3 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | 32.7 | 98.9 | 96.3 |
| Disability Status | | | | | | | | | | | |
| Disabled | 27 | 96.3 | 52 | 28 | 4 | 16 | 20 | 10.2 | 14.4 | 95.7 | 95.3 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 9 | I/S | I/S | I/S | I/S | I/S | I/S | 12.4 | 27.3 | 97.1 | 97.4 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 81 | 98.8 | 34.6 | 44.9 | 9 | 11.5 | 20.5 | 12.7 | 21 | 95.4 | 95.8 |

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|-----------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 84 | 100 | 20 | 32.5 | 46.3 | 1.3 | 47.5 |
| | 4 | 88 | 98.9 | 14.5 | 28.9 | 50 | 6.6 | 56.6 |
| | 5 | 75 | 100 | 19.2 | 50.7 | 28.8 | 1.4 | 30.1 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 84 | 100 | 11.1 | 27.2 | 51.9 | 9.9 | 61.7 |
| | 4 | 87 | 98.9 | 19.3 | 36.1 | 42.2 | 2.4 | 44.6 |
| | 5 | 87 | 100 | 22.4 | 43.5 | 28.2 | 5.9 | 34.1 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 84 | 100 | 16.3 | 45 | 28.8 | 10 | 38.8 |
| | 4 | 88 | 98.9 | 10.5 | 31.6 | 22.4 | 35.5 | 57.9 |
| | 5 | 75 | 100 | 21.9 | 32.9 | 26 | 19.2 | 45.2 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 84 | 100 | 14.8 | 34.6 | 27.2 | 23.5 | 50.6 |
| | 4 | 87 | 98.9 | 15.7 | 25.3 | 28.9 | 30.1 | 59 |
| | 5 | 87 | 100 | 20 | 29.4 | 23.5 | 27.1 | 50.6 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 43 | 100 | 41.5 | 31.7 | 26.8 | 0 | 26.8 |
| | 4 | 88 | 98.9 | 25 | 25 | 27.6 | 22.4 | 50 |
| | 5 | 38 | 100 | 32.4 | 43.2 | 13.5 | 10.8 | 24.3 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 42 | 100 | 17.9 | 28.2 | 33.3 | 20.5 | 53.8 |
| | 4 | 87 | 98.9 | 20.5 | 41 | 12 | 26.5 | 38.6 |
| | 5 | 43 | 100 | 29.3 | 26.8 | 12.2 | 31.7 | 43.9 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 41 | 97.6 | 18.4 | 52.6 | 18.4 | 10.5 | 28.9 |
| | 4 | 88 | 98.9 | 13.2 | 32.9 | 22.4 | 31.6 | 53.9 |
| | 5 | 37 | 100 | 22.2 | 50 | 16.7 | 11.1 | 27.8 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 42 | 100 | 4.8 | 47.6 | 28.6 | 19 | 47.6 |
| | 4 | 87 | 98.9 | 27.7 | 48.2 | 14.5 | 9.6 | 24.1 |
| | 5 | 44 | 100 | 25 | 27.3 | 20.5 | 27.3 | 47.7 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample